

# An Implementation of Online Extensive Reading to Improve Reading Comprehension of Social Work Students

Warangkana Pongsatornpiat  
Language Institute, Thammasat University, Thailand

**Abstract**—This research aimed at studying the reading skills of finding the main idea of an article, learning new vocabulary, and students' opinions towards extensive reading through online weekly journals. The sample consisted of 27 third-year students from the Faculty of Social Administration enrolled in English for Social Workers 1 in the first semester of the 2021 academic year. The research instruments consisted of online weekly articles published in reliable online sources, such as the BBC, CNN, and National Geographic, and were relevant to their field of study. The findings showed that (1) students were able to identify the main idea of the written text from reliable online sources based on a topic of interest or field of study. Students could write a summary of the written text to determine the main idea. As for students' opinions about extensive reading after eight weeks of online reading activities, (2) students were able to read faster and were familiar with reading strategies during the activities. They were capable of reading long articles with new vocabulary and did not have to rely on translation tools.

**Index Terms**—online extensive reading, reading comprehension, social work students

## I. INTRODUCTION

Reading has been considered the least preferred skill of students in English classes for a number of reasons. It was difficult for students to enjoy on-screen reading time or practice reading in online classrooms (World Economic Forum, 2020). Many students preferred to practice their active skills (writing and speaking) rather than their passive skills (reading and listening). This was because they thought that if they wrote well or spoke English well, they would manage to develop their English ability. Reading skills were also seen as essential for achieving their academic goals (Boakye, 2017; Scott & Saiiman, 2016; Levine et al., 2000). In addition, in many specific English classes, such as English for social workers, reading was an essential skill to reach academic goals. However, many students struggled with reading, which could prevent them from developing their language and knowledge. One of the obstacles for students was a lack of vocabulary, forcing students to frequently search for unknown words in a dictionary. Some readers mentioned that they read so slowly that they lost interest in reading. Others also revealed that although they understood the meaning of the individual words, they could not gain a general understanding of the whole story (Scrivener, 2005). A problem in relation to improving reading was that students did not apply specific techniques when reading on their own, although reading techniques such as skimming and scanning were taught in class. This was possibly because students did not believe it was practical when reading independently. Many students still used a dictionary to search for unknown words in texts which led to unpleasant reading experiences whereby readers only looked at single words and ignored the story or the main idea of the text. This situation got worse when students gave up their reading practice and used translation tools, such as Google Translate, to translate the story for them because they would not have practiced their reading skills at all.

In keeping with the new normal way of teaching, many teachers adapted their teaching to virtual classrooms. For example, teachers would split a longer period of time in the classroom such as an hour into small segments to help keep students focused and allow them to relax. They also provided interactive games to promote student involvement or offered independent lessons to improve student motivation and concentration. Schewenger (2019) suggested that the best teaching strategy in the new normal era was to combine the experiences of teachers with the interests of learners. One possible solution for running successful virtual classrooms during the pandemic was to create individual or independent activities that learners could review or practice on their own after learning useful strategies or after receiving guidance from their teachers. To balance teaching strategies and language practice, extensive reading was used as an alternative in this online context by which learners could use their own time to revise or continue their studies away from the classroom. In other words, they were free to practice what interested them or to examine content related to their class objectives. This approach could provide students with an opportunity to read as much as possible, particularly on topics that they were interested in and familiar with. Most importantly, it could complement the classroom lessons, particularly in English for specific purposes or in academic English where learners were required to read far beyond the written texts provided.

Extensive reading is well known for its use in both independent and individual practice. This self-learning activity allowed learners to take a break from mandatory lessons by focusing on a topic they were interested in to enhance their English reading skills. It was believed that learners could achieve their learning goals if they activated self-learning and that learning would be successful if learners were able to choose their topics of study. Extensive reading was considered to be free reading (Krashen, 2004), independent reading, or pleasure reading (Day & Bamford, 2002). Its key concept was derived from Krashen's comprehension hypothesis that language acquisition occurred when learners unconsciously learned. To provide a learning environment, the input was meant to be interesting and engaging so that learners did not feel forced to learn. According to Krashen's theory, the input was supposed to be easy or based on the learners' interests to support their basic knowledge. Some researchers agreed that extensive reading was expected to depend on the learners' choice. However, some studies revealed limitations, such as the financial means to access reading materials or inappropriate choices due to language proficiency (Stoller, 2015; Waring & McLean, 2015; Mori, 2015; Prowse, 2002). Extensive reading was studied worldwide and revealed positive results in developing reading. Some researchers studied English for academic purposes despite its importance in helping learners achieve their academic goals (Zhou & Day, 2021).

In conclusion, students in virtual English classrooms during the pandemic experienced learning difficulties in many aspects, including long study periods, a loss of focus, and a lack of classroom engagement. All these problems led to an unpleasant learning environment and prevented students from studying and practicing language skills, particularly reading, which was always the least preferred skill of Thai students. Thus, this study blended online extensive reading, a well-known individual reading activity, in the virtual classroom to help learners with these learning difficulties. The online extensive reading activity aimed to create a positive learning environment as follows. (1) The activity would provide a quality break from regular lessons to allow students to practice independently by reading articles that were of interest and related to their field of study. (2) Students would be able to pursue further studies. And, (3) students would be able to apply their reading techniques to their reading with regular practice as the activity was included in the weekly class schedule. They would also be guided by their teachers to foster their understanding of reading.

## II. LITERATURE REVIEW

### A. *Nature of Extensive Reading*

Extensiveness could be defined in specific terms, especially when applied to reading (Bruton, 2002). Some researchers considered extensive reading as free reading (Krashen, 2004), while others described it as enjoyable reading (Macalister, 2015). Macalister (2015) described extensive reading as a wide range of reading texts and a large amount of reading time. Yamashita (2015) also cited various names for extensive reading, such as sustained silent reading, pleasure reading, book flooding, independent reading, and 'Drop Everything and Read' (DEAR).

According to Bamford and Day (2004), extensive reading was an approach to language teaching in which learners read a great deal of easy material in a new language, while Grabe and Stoller (2011) defined extensive reading to be an approach to the teaching and learning of reading in which learners read large amounts of material matched to their language proficiency. Therefore, it was possible to refer to extensive reading in various terms. In essence, extensive reading was a reading practice in which learners read for their own purposes and made their own choices. To develop reading ability, readers had to read and reread in a significant period of time as well.

According to Nuttall (2005), enjoyment was a key element for extensive reading. Moreover, SAVE, standing for Short, Appealing, Varied, and Easy, was suggested as the main criterion for the selection of extensive reading materials. Short books were not considered intimidating while picture books or books with color illustrations were attractive for extensive reading. There was supposed to be a wider range of content, language, intellectual maturity, and user-friendliness for the reader than that of their current target language course book.

### B. *Principles of Extensive Reading*

Not only did extensive reading have different definitions, but it was also used and interpreted in different ways, particularly in foreign and second language classes. The ten principles of extensive reading proposed by Day and Bamford (2002) were the most well known and widely used, and were defined as follows. (1) The reading material was easy. (2) A large number of readings covering a wide range of topics were to be made available. (3) Learners opted for what they wanted to read. (4) Learners read whenever possible. (5) The purpose of the reading was generally related to pleasure, information, and overall understanding. (6) Reading was its own reward and extensive reading was intended for learners themselves. (7) Reading speed was usually faster rather than slower. (8) Reading was individual and silent. (9) Teachers oriented and guided their students. (10) The teacher acted as a role model for the reader.

Although these principles were accepted and used in English as a second language and English as a foreign language classes, some were used more than others by teachers due to confusion. Macalister (2015) simplified the ten principles by Day and Bamford (2002) so that they included more comprehensible guidelines. He divided the principles into four parts which were the nature of the reading (Principles 5, 6, 7, 8), the nature of the reading materials (Principles 1, 2), what the teachers did (Principles 9, 10), and what the learners did (principles 3, 4). It was also suggested that extensive reading could help activate other language skills, such as writing and speaking.

Learner choices were one of the controversial options in Day and Bamford's list of principles. Some scholars agreed that extensive reading was expected to allow readers to be free to choose what they wanted to read. However, Macalister (2015) noted several limitations to learners' choices, such as financial circumstances affecting the access to reading materials, or inappropriate language skills that could lead to unsuccessful reading development. Rated readers could be a good alternative, but teachers could also develop their own reading materials if learners found it too difficult to afford commercial books. It was also proposed that extensive reading be applied as an activity outside the classroom, but integrated into the curriculum for other classroom activities. Utilizing curriculum design to accommodate extensive reading created a learning environment that helped develop learners' reading skills. Moreover, extensive reading could become a part of language input that improved the outcomes of writing and speaking.

Waring and McLean (2015) pointed out that the ten principles proposed by Day and Bamford could not be followed when readers were engaged in the activity of extensive reading. Many scholars argued that the principles were not intended to be universal when applied to extensive reading. Thus, some adaptive strategies were presented by Waring and McLean (2015) such as extensive classic reading (under the ten principles), reading in class (students read the same text chosen by the teacher with follow-up assignments or an assessment), extensive integrative reading (extensive reading was a part of a 2-4 skills class), extensive reading as literature (text study as a literature lesson), easy extensive reading (fluency of construction and speed of reading according to Nation, 2007), and extensive reading in *i+1* (as a meaning-focused input). While the definition of extensive reading was discussed among scholars, Waring and McLean (2015) said it was supposed to contain four elements: fluency, large amounts of text, long periods of reading, and longer texts that required speech-level understanding.

Yamashita (2015) highlighted four aspects of extensive reading: (1) the availability of many easy-to-read materials, (2) accessibility of the reading materials, (3) fast reading, and (4) reading for pleasure. According to Yamashita, extensive reading was also viewed through three main streams: cognitive, affective, and pedagogical perspectives. Extensive reading from a cognitive perspective was the construction of meaningful messages from written texts using reading techniques, such as scanning or skimming. On the other hand, the extensive reading of an affective perspective focused on the feelings of the readers when reading the texts. Another perspective of extensive reading was the pedagogical perspective. This referred to the benefits of extensive reading when readers read outside the classroom and spent time working on their reading in learning linguistic skills and knowledge.

Jacobs (2014) explained the characteristics of extensive reading materials in terms of reading level and level of interest. According to Jacobs, reading could be categorized into three levels: frustrating, instructional, and independent. The level of frustration is defined as when the material was too difficult to understand, even with the help of teachers and other resources. The level of instruction meant that the reading material could be understood with significant support from teachers, peers, and other resources such as online dictionaries. The third level, the independent level, referred to the ideal material for readers to be able to understand the texts with little or no help. The independent reading level proposed by Jacobs was suggested by Day and Bamford (1998) who recommended reading materials should be below the reader's level. In terms of the level of interest, Jacobs mentioned a variety of topics and types. A recommendation was made that teachers should be expected to learn what learners or readers were interested in reading.

### C. Online Extensive Reading

Extensive reading has been a popular trend in English as a second language and English as a foreign language. Many researchers have identified its advantages in developing reading and other learning skills (e.g. Nation, 2015; Suk, 2017; Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005; Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015). It has also been adapted for use with technology or digital platforms such as E-reading software or online extensive reading. The research highlighted similar benefits for online extensive reading when compared to the traditional model (Robb & Kano, 2013; Bui & Macalister, 2021). Robb (2018) suggested that searching for appropriate texts for extensive reading should involve consideration of many aspects (e.g. text length, text levels, etc.). He identified several online sites to help teachers and researchers find extensive reading resources, such as *Extensive Reading Central* (free reading and listening texts for absolute beginners to those with 8,000 keywords), *Voice of America* (a website using videos in English with transcripts), *Project Gutenberg* (online graded texts), *Read Theory* (a free website targeting native American learners with reading comprehension issues), *BBC Learning English* (a well-known English learning website), and some paid sites which provided digital graded readers from many publishers and the offer to track reading activities, reading speed, and the inclusion of quizzes.

As previous research has revealed, online reading could be done through digital platforms or programs, or online materials or activities. Zhou and Day (2021), for example, studied extensive online reading in EAP courses for two semesters using the Reading Library, an online subscription-based library. It contained more than 1,000 books which could be accessed with computers, tablets, and mobile devices. The study examined students' attitudes towards reading in English, their academic reading, their proficiency in English in general, and the reactions of their instructors. It was found that the reading attitudes of L2 learners improved significantly after the online reading of the graded readers. Moreover, their reading rates, vocabulary, grammar, comprehension, writing, and speaking were improved. Milliner (2017) examined 19 university students who interacted with graded readers on their smartphones for one academic year. It was found that all but two students were capable of meeting the reading targets. The majority of the student sample was also able to achieve higher TOEIC scores after the treatment. Similar results to the study were obtained in

Indonesia, where Hendriwanto and Kurniati (2019) showed positive results from mobile-assisted extensive reading on students' reading skills. In addition to improving reading proficiency, online extensive reading influenced other learning skills, such as motivation and self-confidence (Arnold, 2009).

#### *D. Related Research*

The principles of extensive reading have recently been the subject of debate. However, extensive reading research has revealed how their implementation has resulted in positive results on language development, particularly in terms of reading comprehension and vocabulary improvements.

Nation (2015) reported that learners gained vocabulary under two conditions: incidental attention and deliberate attention, and went on to explain that extensive reading provided conditions for both for learners. When learners read and reread the same or longer texts that repeated the vocabulary, incidental attention was paid to the vocabulary. When they searched for vocabulary in a dictionary, it meant they deliberately concentrated on vocabulary. According to Nation, extensive reading served to balance a language class in terms of meaning-focused input and improved fluency. Moreover, he highlighted extensive reading on vocabulary acquisition in a primary school in Fiji where students were required to spend three-quarters of their English course on extensive reading. The study by Elley and Mangubhai (1981b) found that learners in the experimental group had achieved the equivalent of fourteen months of progress over nine months of the course. Furthermore, the gains were sustained one year later.

Several extensive reading studies in Asia have shown its effectiveness on learners' reading proficiency. Chanthap and Wasanasomsithi (2019), for example, revealed the effect of blended learning and an extensive instructional model on developing the autonomy of EFL students in a Thai university. Jaisook (2015) revealed the benefits of extensive reading in terms of reading fluency and reading motivation. Additionally, a study by Suk (2017) in Korea found that an extensive reading approach had positive impacts in three dimensions: reading comprehension, reading rate, and vocabulary acquisition. Moreover, Huang and Liou (2007) built an online English extensive reading program in China and found that students improved their vocabulary learning along with reading satisfaction.

Other extensive reading studies worldwide revealed the benefits of extensive reading on the development of reading. Jeon and Day (2016) performed a meta-analysis of 51 extensive reading studies and confirmed their effectiveness. They also suggested that extensive reading should be integrated within the EFL or ESL classroom. Besides the effects of extensive reading on reading proficiency, a lot of extensive reading research confirmed its advantages over other language skills, such as vocabulary gains and writing skills (Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005), learner autonomy, or self-improvement (Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015).

### III. METHODOLOGY

#### *A. Participants*

The study involved 27 students from the Faculty of Social Administration. They enrolled in a section of English for Social Workers 1 in semester 1 of the 2021 academic year.

#### *B. Procedure*

In the first session, students and teachers discussed their reading techniques and activities, and shared their reading experiences. The teacher gave the students a few weeks to find articles related to their field of study (social work or social issues) from reliable online resources, such as BBC, CNN, and National Geographic. The articles were analyzed for the level of readability by a widely used readability analyzer. This was based on Flesch's readability scale with the score ranging from 30.00 to 70.00 which indicated it was understandable and easy to read for university students. It was also based on the articles meeting the criteria for CEFR level B1 and one of the ten principles of extensive reading requiring a lower reading level for the activity. Aligned to the principles, eight articles were voted upon by the participants for their weekly reading articles as learners' choices. Apart from the appropriate levels of article reading, articles had to be between 900 and 1000 words so that participants could complete them in one hour.

According to the 8-week extensive reading schedule, participants were required to read one article each week from the compiled list and to summarize each article in their online weekly journal. They also recorded new vocabulary, as well as their views on the reading process. After 8 weeks of the online reading activity, volunteer participants were invited for an interview to ascertain their other opinions about extensive reading and their development in reading.

#### *C. Data Collection and Data Analysis*

The study collected data from (1) online weekly journals that were used to analyze readers' reading comprehension. Each week, participants were required to write about the weekly articles they had read, focusing on the main idea of the reading passage and the self-management of extensive reading (how readers managed their extensive reading activities, problems, or challenges while conducting extensive reading and how they handled this). And, (2) student interview forms that were developed to review opinions on extensive reading in the online classroom. The form consisted of two parts. It included general information, questions about respondents' views on the levels of reading materials, topics from reading materials, opinions toward spending an hour in class on individual reading, and how they used the reading

techniques or conducted extensive reading on their own. Over half of the respondents were interviewed in the process of data collection.

#### IV. RESULTS

##### A. *The Online Weekly Journal Results*

The online weekly journals consisted of three parts, namely the main idea of the article, new vocabulary, and opinions toward extensive reading. After reading the weekly articles, participants were asked to record their reading progress in online journals. The following was a summary of the online weekly journals. It was divided into two parts: reading comprehension (Parts 1 and 2), and opinions (Part 3).

##### B. *Parts 1 and 2: Main Ideas of the Article and New Vocabulary*

Based on the definition of reading comprehension in the study, readers could identify the (implied and stated) main ideas of the written texts from reliable online resources. These texts were selected based on their topics being of interest or in their field of study (social issues or social work practice). This included the recognition of supporting details and familiar and unfamiliar words in contexts. In this part, most participants showed that they could identify the main idea of the articles by providing a summary of the articles. They also provided more details about the articles. In addition, all participants compiled a list of new vocabulary and definitions.

##### C. *Part 3: Extensive Reading Opinions*

Part 3 was designed to help participants reflect on how they treated their reading skills and what they thought about online extensive reading. The results were divided into three parts: reflection on the reading process, vocabulary gains, and topics.

##### D. *The Interview Results*

Based on ten interview questions, the results of the interview were grouped according to three aspects: readers' opinions about the articles, the progress of reading, and the development of reading habits. More than half of those interviewed agreed that the articles used in the study were at an appropriate level of language. They thought that it was sometimes challenging, but it helped them read. 33% (or 5 interviewees) had neutral views on this issue, while only 6% thought that the articles were inappropriate. Despite this, they all agreed that their language ability was a factor in this regard.

#### V. DISCUSSION

(1) Based on the definition of reading comprehension in the study, the findings indicated that readers could identify the main idea of the written text from reliable online sources. Readers could also identify the main idea of the article by providing a summary. Finding the main idea of an article and learning new vocabulary involved identification of the main idea from the written text published in reliable online sources, such as news articles on the violence and poverty in Afghanistan or the issue of child labor in India. The students recognized reading as an essential tool to achieve academic success, emphasizing the main idea of the article and the new vocabulary. Boakye (2017) mentioned that many students preferred to practice active skills such as writing and speaking over passive skills such as reading and listening. The reason for this was that writing and speaking skills could show success in learning languages or a high level of proficiency in English. However, reading was essential to academic success. This was in line with Chantap and Wasanasomsithi's (2019) research on the impact of blended learning and broader teaching styles on improving the independence of EFL students in Thai universities. Jaisook (2015) mentioned the benefits of extensive reading in terms of reading fluency and motivation. Moreover, a study by Suk (2017) in Korea showed that a comprehensive reading approach had a positive impact on three dimensions: (1) reading comprehension, (2) reading rate, and (3) vocabulary learning.

(2) The results revealed that in terms of the reading process, students did not have to use tools to translate the new vocabulary. Most students knew applicable reading strategies. They were able to read long articles with many unknown words. It could also be said that they were ready to read more advanced articles to practice their reading skills. This was because the online weekly reading activities helped students gain new vocabulary. The articles were also helpful in their field of study as the articles were relevant to social work and social issues. Online extensive reading not only helped students gain new vocabulary on social work topics but helped them determine the exact definition of known words. In addition, students gained confidence in their vocabulary after applying reading strategies to help them find words because they were less reliant on dictionaries or translation tools. This finding was consistent with Jeon and Day's (2016) research, which conducted a meta-analysis of 51 extensive reading studies and confirmed their effectiveness. They also suggested that extensive reading should be integrated within the EFL or ESL classroom. Besides the effect of extensive reading on reading proficiency, the ER research confirmed its effects on other language skills, such as vocabulary learning and writing skills (Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005), and important

learning skills, such as learner autonomy or self-improvement (Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015).

## VI. CONCLUSION

Students could identify the main idea of written texts from reliable online sources based on a topic of personal interest or field of study. Students could summarize the written text to identify the main idea. After eight weeks of online extensive reading activities, they could read faster as they were familiar with reading strategies during activities. They were able to read long articles with new vocabulary and did not require the use of translation tools.

## ACKNOWLEDGEMENTS

This study was supported by Language Institute, Thammasat University Research Fund, Contract No. 07/2564. The author would like to express her gratitude to all of her LITU colleagues on the Rangsit and Lampang campuses. They helped her and provided her with informed advice and feedback on the study. The author would also like to thank the 27 participants who gave their time and effort to participate in the study.

## REFERENCES

- [1] Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals*, 42(2), 340-366.
- [2] Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
- [3] Boakye, N.A. (2017). Extensive reading in a tertiary reading programmed: Students' accounts of affective and cognitive benefits. *Reading & Writing*, 8(1), a153. Retrieved May 21, 2020 from <https://doi.org/10.4102/rw.v8i1.153>
- [4] Bruton, A. (2002). Extensive reading is reading extensively, surely? *The Language Teacher*, 26(11), 23-25.
- [5] Bui, T. N. & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, 33(1), 1-29.
- [6] Chanthap, N., & Wasanasomsithi, P. (2019). The effect of integration of a blended learning and extensive reading instructional model on Thai EFL undergraduate students' learner autonomy. *LEARN Journal: Language Educational Technology & Society*, 12(2), 76-96.
- [7] Chih-Ming Chen, Jung-Ying Wang, & Yen-Chang Chen. (2014). Facilitating English-language reading performance by a digital reading annotation system with self-regulated learning mechanisms. *Journal of Educational Technology & Society*, 17(1), 102-114.
- [8] Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- [9] Day, R. R., & Bamford, J. (2002). *Extensive reading in the second language classroom* (3rd ed.). Cambridge University Press.
- [10] Ediger, A. (2001). Teaching Children Literacy Skills in a Second Language. In Celce-Murcia, M. (3rd ed.), *Teaching Language as a Second or Foreign Language*. Heinle & Heinle Thomson Learning.
- [11] Elley, W. B., & Mangubhai, F. (1981b). The long-term effects of a book flood on children's language growth. *Directions*, 7, 15-24.
- [12] Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Pearson Education.
- [13] Harmer, J. (2001). *The practice of English language teaching*. Longman.
- [14] Hendriwanto. & Kurniati, U. (2019). Building reading fluency with mobile assisted extensive reading. *ijim*, 13(6) 84-92. Retrieved March 24, 2021 from <https://doi.org/10.3991/ijim.v13i06.9799>
- [15] Huang, H.-T. & Liou, H.-C. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64-82.
- [16] Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 116-131.
- [17] Jaisook, P. (2015). Extensive reading: A success in reader autonomy. *Humanities & Social Sciences*, 32(1), 147-164.
- [18] Jeon, E. Y., & Day, R. R. (2016). The effectiveness of ER on reading proficiency: A meta-analysis. *Reading in a Foreign Language*, 28(2), 246-265.
- [19] Krashen, S. D. (2004). *The power of reading: insights from the research* (2nd ed.). Libraries Unlimited.
- [20] Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching reading to English language learners: Insights from linguistics*. Guilford Press.
- [21] Levine, A., Ferenz, O., & Reves, T. (2000). "EFL academic reading and modern technology: How can we turn our students into independent critical readers?" *TESLEJ*, 4(4), 75-91.
- [22] Macalister, J. (2015). Guidelines or commandments? Reconsidering core principles in extensive reading. *Reading in a Foreign Language*, 27(1), 122-128.
- [23] Milliner, B. (2017). One year of extensive reading on smartphones: A report. *jaltcalljournal*, 13(1), 49-58.
- [24] Mori, S. (2015). If you build it, they will come: From a "Field of Dreams" to a more realistic view of extensive reading in an EFL context. *Reading in a Foreign Language*, 27(1), 129-135.
- [25] Nation, I. S. P. (2007). The four strands. *Innovation in language learning and teaching*, 1, 1-12.
- [26] Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27(1), 136-145.
- [27] Nuttall, C. E. (2005). *Teaching reading skills in a foreign language*. Macmillan.
- [28] Prowse, P. (2002). Top ten Principles for teaching extensive reading: A response. *Reading in a Foreign Language*, 14(2), 142-145.

- [29] Robb, T. (2018). An introduction to online sites for extensive reading. *TESL-EJ*, 22(1). Retrieved October 1, 2021 from <https://www.tesl-ej.org/wordpress/issues/volume22/ej85/ej85int/>
- [30] Robb, T. & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247.
- [31] Schwenger, B. K. (2019). Creating blended learning experiences requires more than digital skills: Developing staff skills in the effective use of technology to enhance student learning. *Pacific Journal of Technology Enhanced Learning*, 2(1), 35. Retrieved March 25, 2021 from <https://doi.org/10.24135/pjtel.v2i1.46>
- [32] Scott, L. & Saiiman, E. (2016). Promoting reading skills or wasting time? Students' perceived benefits of reading in an intermediary program at the Vaal University of Technology. *Reading & Writing*, 7(1), 1-11.
- [33] Scrivener, J. (2005). *Learning teaching: A guidebook for English language teachers*. Macmillan.
- [34] Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159.
- [35] Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73-89.
- [36] Vintinner, J. P., Harmon, J., Wood, K., & Stover, K. (2015). Inquiry into the efficacy of interactive word walls with older adolescent learners. *High School Journal*, 98(3), 250-261.
- [37] Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, 27(1), 160-167.
- [38] World Economic Forum. (2020). *How COVID-19 has changed the way we educate children*. Retrieved May 24, 2021, from <https://www.weforum.org/agenda/2021/02/digital-learning-covid-19-changed-way-we-educate-children/>
- [39] Yamashita, J. (2015). In search of the nature of extensive reading in L2: Cognitive, affective, and pedagogical perspectives. *Reading in a Foreign Language*, 27(1), 168-181.
- [40] Zhou, J. & Day, R.R. (2021). Online extensive reading in EAP courses. *Reading in a Foreign Language*, 33(1), 103-125.

**Warangkana Pongsatornpipat** is currently working as a lecturer of English at Thammasat University, Thailand. She earned her B.A. degree in French and M.Ed. degree in Teaching English as a Foreign Language at Chiang Mai University, Thailand.

Her research interests involve task-based language teaching, technological-based learning, extensive reading, learner-centered approach, and learner autonomy.